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ABSTRACT

Problems in education have changed from those dealing with growth to the exigencies created by scarcity and retrenchment. The two major sources of scarcity, the long-range demographic changes in society and the changing energy situation, will permanently alter the style and standard of American life. Public education in the foreseeable future will be caught in a squeeze between increasing expenses and a declining clientele. A constructive answer to scarcity is a reconceptualization of the nature and function of schools to embrace community education as a life-long process. To make this adaptation, school management needs to change its organizational concentration from strategy, structure, and systems to that of staff, skills, style, and superordinate goals. Teachers can reconceptualize their traditional roles and be developers of curriculum and coordinators of the efforts of many people. Effective schools also have both public and parental involvement. In the wider political community, management should utilize the practices of networking, coalition building, cooperation, and collaboration. Finally, in stressing superordinate goals, managers must clearly define what it is that education does and develop priorities within that definition. (MLF)

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PREPARING THE CLIMATE FOR PUBLIC EDUCATION IN COMING DECADES

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SCHOOLS IN OUR SOCIETY HAVE ALWAYS FACED PROBLEMS. IT SEEMS TO BE A TRUISM THAT IMPORTANT INSTITUTIONS MUST ALWAYS BE AT THE CENTER OF CONTROVERSY. THE HISTORY OF SCHOOLS IN THIS COUNTRY ILLUSTRATES THEIR STRESSFUL EXISTENCE. HOWEVER, THE NATURE OF THE CONTROVERSY AND THE ESSENCE OF THE PROBLEMS CONFRONTING SCHOOLS HAS NOT CHANGED. EDUCATION IS FACED WITH A SITUATION THAT IS QUALITATIVELY DIFFERENT FROM THOSE IT HAS FACED IN THE PAST.

FROM THE CIVIL WAR ONWARD AMERICAN EDUCATION WAS FACED WITH THE PROBLEMS CREATED BY GROWTH. UNTIL FAIRLY RECENTLY SCHOOL MANAGERS (EXCEPTING THOSE HARDY SOULS WHO LABORED IN RURAL AREAS) WERE REQUIRED TO DEAL WITH EVER INCREASING NUMBERS OF CLIENTS. THE TRAINING OF MANAGERS AS WELL AS THEIR PERCEPTIONS OF PROBLEMS TO BE DEALT WITH IN THE FUTURE WERE DEFINED BY THE CONCEPT OF GROWTH. HIGH RATES OF POPULATION MOBILITY CREATED SPECIAL PROBLEMS FOR URBAN AND SUBURBAN AREAS. GROWTH PROBLEMS INVOLVED MANAGERS DEVELOPING METHODS OF PREDICTING SIZE OF SCHOOL POPULATION INCREASES, PLANNING NEW BUILDINGS, RECRUITING NEW STAFF, SECURING FUNDING, AND MANAGING A LARGE AND INCREASING CLIENTELE.

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OVER THE PAST DECADE OR SO THE NATURE OF THE PROBLEMS HAVE CHANGED. GROWTH HAS BEEN REPLACED NOW BY THE EXIGENCIES CREATED BY SCARCITY AND RETRENCHMENT. MANAGERS TRAINED IN THE PAST TO HANDLE A SPECIFIC SET OF PROBLEMS ARE NOW FACED WITH QUITE A DIFFERENT SET, IT IS A NEW SITUATION AND ONE FOR WHICH THEY HAVE HAD NO TRAINING OR NO PRACTICAL EXPERIENCE. UNDERSTANDABLY THE INITIAL REACTION IS CONFUSION AND FEAR. ANXIETY IS NOT A VERY COMFORTABLE STATE OF MIND, BUT IT MAY LEAD TO CONSTRUCTIVE BEHAVIOR IF THE DISCOMFORT CAUSES RECOGNITION THAT NEW SITUATIONS REQUIRE NEW METHODS OF MANAGEMENT. THE GREATER DANGER IS THAT THE FEAR AND ANXIETY MAY LEAD TO MALAISE (AN UNWILLINGNESS TO RECOGNIZE THE NEED FOR CHANGE) AND A SERIES OF SHORT-TERM RETRENCHMENT MEASURES THAT WOULD BE DESTRUCTIVE OF THE LONG-TERM GOALS OF PUBLIC EDUCATION. THE VERY IMPORTANT FIRST STEP IN AVOIDING THIS DESTRUCTIVE MALAISE IS TO UNDERSTAND THE NATURE OF THE PROBLEMS OF SCARCITY.

SCARCITY

SCARCITY HAS TWO MAJOR CAUSES OR SOURCES. ONE MAJOR SOURCE OF SCARCITY IS THE LONG-RANGE DEMOGRAPHIC CHANGES IN OUR SOCIETY. THE GROWTH RATE OF THE AMERICAN POPULATION IS DECLINING AND THE AVERAGE AGE OF THE POPULATION IS INCREASING. AMERICANS NOW GET MARRIED LATER IN LIFE AND WAIT LONGER TO HAVE CHILDREN THAN THEY DID EARLIER IN THE CENTURY. THE AVERAGE NUMBER OF CHILDREN PER FAMILY IS SMALLER NOW THAN IT WAS IN THE

PAST. IN SHORT, THE TRADITIONAL DUAL CLIENTELES OF THE SCHOOLS--PARENTS AND CHILDREN--ARE DECLINING AS A PROPORTION OF THE POPULATION.

THE NATIONAL CENTER FOR EDUCATION STATISTICS IN ITS PUBLICATION, THE CONDITION OF EDUCATION, 1980, DESCRIBED SOME OF THE IMPORTANT IMPLICATIONS OF THESE DEMOGRAPHIC CHANGES FOR PUBLIC EDUCATION:

1. IN 1975 TOTAL ENROLLMENT IN ELEMENTARY, SECONDARY AND HIGHER EDUCATION REACHED AN ALL-TIME HIGH OF 61.1 MILLION STUDENTS. BY 1978 ENROLLMENT HAD DROPPED BY MORE THAN 3 PER CENT. THESE DECLINES ARE EXPECTED TO CONTINUE THROUGH THE MID-1980'S TO REACH A LOW OF 55.1 MILLION STUDENTS, OR 10 PER CENT BELOW THE 1975 PEAK. (POPULATION FORECASTING IS NOTORIOUSLY DIFFICULT. PRESENT ESTIMATES INDICATE A SHORT-TERM RISE IN SCHOOL AGE POPULATION BETWEEN 1985 AND 1995 FOLLOWED BY A LONGER TERM DECLINE.)
2. A 14 PER CENT REDUCTION IN PUBLIC SECONDARY CLASSROOM STAFF IS EXPECTED BETWEEN 1979 AND 1988.
3. APPROXIMATELY 325,000 FEWER TEACHERS WILL BE HIRED FROM 1980 TO 1990 THAN WERE HIRED FROM 1970 TO 1980.
4. THE PEAK YEAR FOR THE FERTILITY RATE, 1957, WAS ALSO THE PEAK YEAR FOR CONSTRUCTION OF LOCAL SCHOOLS. BY

1978 CONSTRUCTION EXPENDITURES FOR LOCAL SCHOOLS HAD DROPPED TO UNDER $4 BILLION, LOWER THAN ANY YEAR SINCE 1957.

AS DAVID RIESMAN DESCRIBES THEM, DEMOGRAPHIC CHANGES ARE LIKE CHANGES IN THE CLIMATE: THEY ARE BASIC AND INEXORABLE. THE INTELLIGENT SCHOOL MANAGER CAN NOT REFUSE TO RECOGNIZE THEM BUT MUST LEARN TO RESPOND AND ADAPT.

ANOTHER MAJOR SOURCE OF SCARCITY STEMS FROM THE CHANGING ENERGY SITUATION. THE ENERGY CRISIS OF 1973-1974 MADE AMERICANS PAINFULLY AWARE THAT OUR CONCEPTION OF PLENTY, OF GROWTH, OF OUR LIFE-STYLE CONTINUING ON INDEFINITELY WERE SELF-DELUSIONS. AMERICANS WERE MADE AWARE THAT TRADITIONAL SOURCES OF ENERGY ARE FINITE (THOUGH THERE IS MUCH DEBATE OVER JUST HOW MUCH LONGER FOSSIL FUELS WILL LAST), THAT MUCH OF THE REMAINING TRADITIONAL ENERGY IS UNDER THE CONTROL OF OTHER NATION-STATES AND THAT A GIVEN UNIT OF ENERGY COSTS MUCH MORE NOW THAN IT DID A FEW YEARS AGO. OF COURSE, ALTERNATIVE SOURCES OF ENERGY ARE BEING STUDIED AND DEVELOPED. THESE NEW SOURCES OF ENERGY COULD BE ADAPTED TO PUBLIC USE AND COULD ALLEVIATE SOME OF THE PRESENT COST PRESSURES ON PUBLIC EDUCATION. BUT IT IS ALSO LIKELY THAT THE ADAPTATION AND MODIFICATION OF THE AMERICAN ENERGY BASE WILL TAKE A LONG TIME.

THE CHANGING ENERGY SITUATION WILL CONTINUE TO AFFECT AMERICAN SOCIETY AND PUBLIC EDUCATION IN FUNDAMENTAL WAYS.

TRAVEL WILL CONTINUE TO BE MORE EXPENSIVE. THE COSTS OF OPERATING A HOME WILL BE MORE EXPENSIVE. BEARING, RAISING, CLOTHING AND CARING FOR A CHILD WILL BE MORE EXPENSIVE. IT DOES NOT SEEM FARFETCHED TO ASSUME THAT THESE FINANCIAL STRAINS WILL AFFECT MARRIAGE AND REPRODUCTION DECISIONS. FOR FAMILIES ALREADY COMPLETE (CHILDREN GROWN UP, OR WITH NO CHILDREN) FORMAL AND INFORMAL REQUESTS BY SCHOOL DISTRICTS FOR SUPPORT MAY SEEM LIKE UNENDURABLE ADDITIONS TO AN ALREADY HEAVY FINANCIAL BURDEN. THE PUBLIC CLIMATE MAY MAKE THE CONTINUED MANAGING OF PUBLIC EDUCATION ON TRADITIONAL PATTERNS IMPOSSIBLE.

IN SHORT, MANAGERS WILL FIND IT INCREASINGLY EXPENSIVE TO RUN A SCHOOL. WHILE SCHOOL OPERATION EXPENSES INCREASE, THE PROPORTION OF THE POPULATION SERVED BY THE SCHOOLS WILL PROBABLY CONTINUE TO DECLINE. THEREFORE, IT SEEMS CLEAR THAT PUBLIC EDUCATION IN THE FORESEEABLE FUTURE WILL BE CAUGHT IN A SQUEEZE BETWEEN INCREASING EXPENSES AND A DECLINING CLIENTELE.

THESE TWO MAJOR SOURCES OF SCARCITY WILL PERMANENTLY ALTER THE STYLE AND STANDARD OF AMERICAN LIFE. IN FACT, ENERGY PROBLEMS AND DEMOGRAPHIC CHANGES ARE EVEN NOW PERMANENT PARTS OF THE FABRIC OF SOCIAL EXISTENCE AND CAN NOT BE DEALT WITH BY TEMPORARY OR SHORT-TERM MEASURES. EDUCATORS ARE FACED WITH REAL AND PERMANENT PROBLEMS, AND SUCCESSFUL INSTITUTIONAL

ADAPTATION DEPENDS UPON SUCCESSFUL INDIVIDUAL ADAPTATION. INDIVIDUAL ADAPTATION WILL PRESENT GREAT DIFFICULTIES THOUGH. EDUCATORS WILL HAVE TO DEAL WITH THINGS THAT THEIR TRAINING AND EXPERIENCE DID NOT PREPARE THEM FOR. WHAT AMERICAN EDUCATORS MUST DO IN RESPONDING TO THE CHALLENGE OF SCARCITY IS SIMILAR TO THE SITUATION FACED BY AMERICAN BUSINESS MANAGEMENT IN RESPONDING TO JAPANESE COMPETITION. IN BOTH SETTINGS MANAGERS MUST SEE THE PRESENT PROBLEMS CLEARLY, MUST BE WILLING TO LEARN AND TO ADAPT AND MUST BE READY TO MAKE BASIC CHANGES IN THE MANNER IN WHICH THEIR INSTITUTIONS OPERATE.

FOR AMERICAN EDUCATORS TO SEE THEIR PRESENT PLIGHT CLEARLY, THEY MUST SEE THAT SCARCITY IS DUE TO FUNDAMENTAL CHANGES IN AMERICAN LIFE. IT MUST BE RECOGNIZED, FURTHERMORE, THAT SCARCITY REQUIRES A RECONCEPTUALIZATION OF THE NATURE AND FUNCTION OF SCHOOLS. WHEN EDUCATORS PERCEIVE THE SITUATION, THEY WILL SEE MORE CLEARLY THE MAJOR TASKS FACING THEM IN PREPARING THE CLIMATE FOR PUBLIC EDUCATION IN THE COMING DECADES. THE REST OF THIS PAPER WILL DISCUSS WHAT WE SEE AS THE MOST IMPORTANT TASKS.

RETRENCHMENT OR RESPONSE?

ANALYTICALLY, IT SEEMS THAT WE ARE FACED WITH TWO CLEAR CHOICES:

1. CUTTING BACK AND RETRENCHING, THE USUAL RESPONSE TO THE EPISODIC SCARCITY OF THE PAST

2. A RESPONSE THAT WILL BE A CONSTRUCTIVE ANSWER TO SCARCITY (BAKALIS, 1981)

THE SECOND RESPONSE IS ONE THAT CAN BE CONSTRUCTED OUT OF THE LESSONS WE HAVE LEARNED FROM OUR COMMUNITY EDUCATION EXPERIENCE. IT IS A RESPONSE THAT PROMISES A BASIC AND HEALTHY ANSWER TO SCARCITY WHILE MEETING THE LONG-TERM GOALS OF PUBLIC EDUCATION. WE WILL CALL THIS SECOND ALTERNATIVE THE COMMUNITY EDUCATION RESPONSE AND WILL EXPLORE IT FURTHER IN A MOMENT.

IT SEEMS THAT UNIVERSITY EDUCATORS ARE FOND OF SETTING UP DICHOTOMOUS MODELS THAT CONSTRUCT CLEAR ALTERNATIVES: ONE PLAINLY GOOD OR ACCEPTABLE; ONE CLEARLY BAD OR LESS ACCEPTABLE. WE CONFESS THAT WE ARE AS SUSCEPTIBLE AS ANY OF OUR COLLEAGUES. IN OUR ZEAL TO GET OUR MAIN MESSAGE ACROSS WE HAVE CONSTRUCTED ONE OF THOSE MODELS ABOVE.

THE DANGER WITH SUCH MODELS IS THAT THEY TEND TO OBSCURE THE DILEMMA. THEY MAY, FOR THE UNWITTING, BECOME CRITERIA FOR THE ASSESSMENT OF THE MANAGERS WHO ARE IN THE MIDST OF THE FRAY. MANAGERS WHO RETRENCH ARE BAD, OR ARE EMPLOYING UNACCEPTABLE PRACTICES. MANAGERS WHO UTILIZE THE COMMUNITY EDUCATION RESPONSE ARE EMPLOYING ACCEPTABLE OR GOOD PRACTICES.

THE DEVICE OF THE DICHOTOMOUS MODEL IS USEFUL FOR ILLUSTRATIVE PURPOSES SOLELY, AND WE MUST BE VERY CAREFUL THAT THE MODEL DOES NOT OBSCURE THE VERY REAL PROBLEMS THAT SCHOOL MANAGERS MUST DEAL WITH EVERYDAY. PERHAPS IT WOULD BE USEFUL

FOR US HERE TO RECALL THE ALLIGATOR PRINCIPLE. WE HAVE ALL SEEN THE HUMOROUS PICTURE OF THE POOR FELLOW IN THE WATER TRYING TO AVOID THE RAVENOUS ALLIGATORS. BELOW THE PICTURE THERE IS A CAPTION THAT GOES SOMETHING LIKE THIS--"WHEN YOU ARE UP TO YOUR GLUTEUS MAXIMUS IN ALLIGATORS, IT IS HARD TO REMEMBER THAT YOU CAME HERE TO DRAIN THE SWAMP". PERHAPS THE ALLIGATOR PRINCIPLE WILL HELP US TO REMEMBER THE REAL PROBLEMS OF THE SCHOOL MANAGER.

IT SEEMS LIKELY THAT THE LOCAL MANAGER WILL HAVE TO DEAL WITH THE FOLLOWING PRACTICAL AND IMMEDIATE PROBLEMS:

1. SHRINKING ENROLLMENT AND A DECLINING PROPORTION OF PARENTS AMONG THE TOTAL DISTRICT POPULATION
2. INCREASING EXPENSES AT THE SAME TIME THAT FINANCIAL SUPPORT IS DECLINING
3. UNDER-UTILIZATION OF EXISTING EDUCATION RESOURCES, BOTH BUILDINGS AND PERSONNEL
4. GROWING AWARENESS AMONG EDUCATORS AND PUBLIC OF THE LACK OF CLEAR DEFINITION OF GOALS AND CURRICULUM
5. A GROWING NEGATIVE PUBLIC PERCEPTION OF THE "SUCCESS" OF SCHOOLS, "FAILURE" TO EDUCATE CHILDREN (WE CAN SEE THIS IN THE CURRENT CONTROVERSY CONCERNING "RETURN TO THE BASICS" AND, PERHAPS, THE RESULTS OF THE GALLUP POLL REPORTED ANNUALLY IN THE PHI DELTA KAPPAN).

IT IS OUR TASK TO CONVINCE THE MEN AND WOMEN WHO LIVE IN THE SWAMP AMONG THE ALLIGATORS THAT THE COMMUNITY EDUCATION

EXPERIENCE CAN BE ADAPTED TO THEIR PRESENT URGENT NEEDS. WE HAVE TO BE ABLE TO SHOW THEM THAT OPENING UP THE SCHOOL, CONCEIVING OF EDUCATION AS A LIFE-LONG PROCESS, CAN MEET THEIR NEEDS, CAN ALLEVIATE THEIR PROBLEMS. WE HAVE THE EXPERIENCE AND THE MATERIAL AND NOW IT IS UP TO US TO BECOME UNDERSTANDING AND SUCCESSFUL SALESMEN. ORGANIZATIONAL RESEARCH HAS SHOWN US CLEARLY THAT THE KEY PERSON IN THE PROCESS OF EDUCATIONAL CHANGE IS THE BUILDING PRINCIPAL,THE EDUCATIONAL MANAGER (GROSS, 1971 AND 1979). WE MUST BEGIN THERE.

AS WE ALL KNOW, COMMUNITY EDUCATION IS MORE THAN INCREASING THE NUMBER OF TEACHER-PARENT CONFERENCES. IT IS MORE THAN INCREASING THE NUMBER OF GUEST SPEAKERS WHO VISIT THE CLASSES. IT IS MORE THAN SETTING UP EVENING CLASSES FOR ADULTS. A COMMUNITY EDUCATION PROGRAM CAN INCLUDE ALL OF THESE ACTIVITIES BUT IT IS A PROCESS OF TOTAL COMMUNITY INVOLVEMENT. IT IS THE PRACTICAL IMPLEMENTATION OF THE DEWEYIAN NOTION OF MAKING SCHOOL, EDUCATION AND COMMUNITY SYNONOMOUS.

WIDESPREAD USE OF THESE IDEAS, WIDESPREAD TRANSFORMATION OF THESE IDEAS INTO PRACTICE WILL REQUIRE THAT MANAGERS, AND US, DEPART SUBSTANTIALLY FROM PAST THINKING AND PRACTICES. FOR US NOW IT WILL BE USEFUL TO EMPLOY A TACTIC USED BY SEYMOUR SARASON WHEN HE ATTEMPTED TO PERCEIVE SCHOOLS IN A MANNER FREE FROM PRECONCEIVED NOTIONS. AS SARASON WE MUST TRY TO SEE SCHOOLS ANEW, AS A VISITOR FROM ANOTHER PLANET. AS KOZOL TRENCHANTLY PUTS IT, SCHOOLS WERE SET UP BY PEOPLE, THERE IS NO REASON THAT THEY

MUST CONTINUE AS THEY HAVE DONE, THEY CAN BE CHANGED BY PEOPLE. ONCE WE OURSELVES SEE THE APPROPRIATENESS OF KOZOL'S OBSERVATIONS AND HAVE MASTERED THE SARASON MODE OF PERCEPTION, THEN WE CAN CARRY THE MESSAGE MORE APPROPRIATELY, MORE HUMANELY TO THE MANAGERS OF PUBLIC EDUCATION.

SCHOOL MANAGERS CAN PREPARE THE SCHOOL CLIMATE, CAN SET UP THE ATMOSPHERE FOR THE COMMUNITY EDUCATION RESPONSE, BUT IT WILL BE THE STAFF WHO WILL MAKE IT WORK. "OPENING UP" THE SCHOOL, INTEGRATING THE PROCESS OF COMMUNITY EDUCATION WITHIN THE CURRICULUM WILL INVOLVE THE STAFF IN RE-CONCEPTUALIZING THEIR TRADITIONAL ROLES. RATHER THAN SEEING RELATIVELY SMALL GROUPS OF CHILDREN FOR LIMITED TIMES IN THEIR CLASSROOMS, FOR EXAMPLE, TEACHERS COULD BE HELPED TO SEE THEIR ROLES AS DEVELOPERS OF CURRICULUM AND COORDINATORS OF EFFORT. TEACHERS CAN BECOME ORGANIZERS AND COORDINATORS OF THE LOCAL EFFORTS OF MANY PEOPLE AND SO SPREAD THEIR EFFECTIVE INFLUENCE MUCH MORE WIDELY THAN IS DONE NOW.

RESEARCH HAS DOCUMENTED THE KEY ELEMENTS IN THE DEVELOPMENT OF EFFECTIVE SCHOOLS. IN SCHOOLS IN WHICH CHILDREN ACHIEVE CONSISTENT HIGH LEVELS A COMMON ELEMENT IS PUBLIC AND PARENTAL INVOLVEMENT (DREEBEN AND GROSS, 1965; LITWAK AND MEYER, 1973). EDUCATORS HAVE TENDED TO UTILIZE ONLY A PART OF THESE FINDINGS AND SO HAVE CONCENTRATED ON INVOLVING PARENTS. BUT, WHILE NOT NEGLECTING PARENTAL INVOLVEMENT, IT IS CLEARLY TIME TO EMPHASIZE

THE OTHER PORTION OF THE RESEARCH FINDINGS AND CONCENTRATE ON INVOLVING THE TOTAL COMMUNITY. SUCH INVOLVEMENT WILL NOT ONLY STRENGTHEN THE EDUCATIONAL EFFECTIVENESS OF THE SCHOOL BUT EXPAND THE CLIENTELE AND THE SUPPORT OF THE SCHOOL.

WHAT MUST BE DONE WITHIN THE SCHOOL, AND WITHIN THE LOCAL AND STATE COMMUNITIES, IS AN ENLARGING OF THE CONCEPTION OF WHAT EDUCATION CAN BE. IN ORDER TO HELP US TO SEE HOW THIS PROCESS OF ENLARGEMENT CAN HAPPEN AND HOW IT MAY CHANGE THE WAYS IN WHICH WE DO THINGS, ALL OF US OUGHT TO READ AND TO STUDY THE BOOK BY RICHARD PASCALE AND ANTHONY ATHOS, THE ART OF JAPANESE MANAGEMENT. THOUGH THE BOOK IS WRITTEN FOR BUSINESS MANAGERS PRIMARILY, THERE IS MUCH IN IT THAT WE MIGHT BENEFIT FROM. PASCALE AND ATHOS STATE THAT "A DEVELOPING SOCIETY REQUIRES DEPARTURE, CHANGE AND NOVELTY IN LANGUAGE, IN CONCEPTS, AND IN WAYS OF DOING THINGS." THAT STATEMENT PRETTY WELL SUMMARIZES WHAT WE HAVE BEEN DEVELOPING UP TO THIS POINT.

PASCALE AND ATHOS HAVE DEVELOPED A SET OF CONCEPTS WHICH THEY USE TO CHARACTERIZE JAPANESE AND AMERICAN MANAGEMENT. WE CAN LEARN A GREAT DEAL IN CONFRONTING OUR OWN PROBLEMS IN EDUCATION BY STUDYING THESE CONCEPTS. THE CONCEPTS WILL BE DISCUSSED BRIEFLY HERE.

THE AUTHORS STATE THAT AMERICAN BUSINESS HAS TENDED TO STRESS THE THREE "HARD S'S":

1. STRATEGY
2. STRUCTURE
3. SYSTEMS

WHEN AN AMERICAN MANAGER WANTS TO MAKE CHANGES, THE ODDS ARE THAT HE'LL REORGANIZE STRUCTURE (CHANGE THE ORGANIZATIONAL CHART), INTRODUCE A NEW STRATEGIC DIRECTION AND IMPOSE A NEW CONTROL SYSTEM. A MOMENT OF REFLECTION WILL SHOW US THAT THE BUSINESS MANAGER'S RESPONSE IS NOT SO VERY DIFFERENT FROM THE COURSE THAT WOULD PROBABLY BE TAKEN BY THE SCHOOL MANAGER.

AN ORGANIZATION, HOWEVER, IS GIVEN ITS LIFE THROUGH THE "SOFT S'S":

1. STAFF
2. SKILLS
3. STYLE
4. SUPERORDINATE GOALS

BY STAFF, PASCALE AND ATHOS MEAN THE "DEMOGRAPHIC" OR FORMAL EDUCATION DESCRIPTIONS OF IMPORTANT PERSONNEL CATEGORIES WITHIN THE FIRM (OR SCHOOL). STYLE INDICATES THE CHARACTERIZATION OF HOW KEY MANAGERS BEHAVE IN ACHIEVING THE ORGANIZATION'S GOALS. SKILLS MEAN THE DISTINCTIVE CAPABILITIES OF KEY PERSONNEL OR THE FIRM AS A WHOLE. AND SUPERORDINATE GOALS MEAN THE GUIDING CONCEPTS OR VALUES THAT AN ORGANIZATION IMBUES IN ITS MEMBERS.

THE PASCALE-ATHOS THESIS IS THAT AMERICAN BUSINESS HAS DEVELOPED A MIX OF THE S'S THAT DOWNPLAYS OR EVEN NEGLECTS THE SOFT S'S, PARTICULARLY STYLE AND SUPERORDINATE GOALS. CERTAINLY EDUCATIONAL MANAGERS ARE TRAINED IN COLLEGE AND ON THE JOB, TO ACCENT THE

HARD S'S ALSO. WE DON'T BELIEVE NECESSARILY THAT ALL OF THE SOFT S'S ARE NEGLECTED BY EDUCATIONAL MANAGERS, BUT WE DO THINK IT WILL BE USEFUL FOR US TO REFLECT CAREFULLY ON THE CONCEPT OF SUPERORDINATE GOALS AND THE PRESENT CONDITION OF EDUCATION. PERHAPS IT IS HERE THAT OUR PLIGHT IS MOST SIMILAR TO THAT OF BUSINESS MANAGERS. PERHAPS TOO, IT IS WITH SUPERORDINATE GOALS THAT THE PHILOSOPHY OF THE COMMUNITY EDUCATION RESPONSE CAN HELP TO SORT OUT WHAT MUST BE DONE. THE AUTHORS MAKE AN OBSERVATION THAT IS VERY APPROPRIATE HERE: "WE FACE A TOUGH TASK IN CHANGING HOW WE MANAGE BECAUSE WE ARE A LARGE PART OF THE PROBLEM. WE MUST CHANGE WHO WE ARE, AS WELL AS WHAT WE DO."

THIS BRINGS US TO THE CONCLUDING, AND CRUCIAL, POINTS IN THIS PRESENTATION. SO FAR WE HAVE CONCENTRATED ON WHAT MUST BE DONE WITHIN THE SCHOOL AND THE LOCAL COMMUNITY IN ORDER TO DEVELOP AN EFFECTIVE AND CONSTRUCTIVE RESPONSE TO SCARCITY. WE MUST NOW ADDRESS THE WIDER POLITICAL COMMUNITY AND SKETCH OUT SOME OF THE KEY STRATEGIES THAT WILL HAVE TO BE EMPLOYED THERE.

MANAGERS, TEACHERS, CHILDREN, PARENTS AND ADULTS (THE LOCAL COMMUNITY) WILL SEE THE IMMEDIATE AND PROMISING RESULTS OF THE NEW COMMITMENT TO THE COMMUNITY EDUCATION RESPONSE. LOCAL AND STATE POLITICIANS MAY LIKEWISE BE IMPRESSED WITH THE NEW AND OPEN PROCESS OF EDUCATING THE TOTAL COMMUNITY. THIS ALL SOUNDS FINE, BUT WE WOULD DELUDE OURSELVES WERE WE TO THINK THAT THE TOTAL EFFECTIVE RESPONSE TO SCARCITY HAS BEEN EFFECTED.

WHAT IS TO BE DONE ABOUT CONTINUED EXISTENCE OF THE EDUCATIONAL ORGANIZATION WHEN THE SHORTAGE OF FINANCIAL SUPPORT IS A FACT OF LIFE?

WE FEEL THAT THE SADDEST POSSIBLE IMAGE IS THE ONE OF SERVICE ORGANIZATIONS (SCHOOLS, HOSPITALS, SCOUTS, POLICE, AND SO ON) IN THE FUTURE GRAPPLING AND COMPETING WITH EACH OTHER FOR SLICES OF THE DWINDLING FINANCIAL PIE. IT IS LIKELY THAT THIS SAD SCENARIO WOULD INVOLVE ORGANIZATIONS ARTIFICIALLY EXPANDING THEIR AREAS OF COMPETENCE AND EXTENDING THEIR "TERRITORY" WHILE JEALOUSLY MONOPOLIZING THOSE CLIENTELE THEY PRESENTLY HAVE. THIS IS NOT REALLY SPECULATION. IT IS NOW HAPPENING IN SOME UNIVERSITIES WHERE DEPARTMENTS ARE IMPLEMENTING PRECISELY THOSE POLICIES. BUT THAT IS ANOTHER STORY.

THE LONG-TERM RESULTS OF THIS KIND OF BEHAVIOR ARE CLEAR AND UNHAPPY. ORGANIZATIONS WILL END UP TRYING TO DO IT ALL, AND PROBABLY DOING NONE OF THEIR TASK SATISFACTORILY. BUT RATHER THAN TAKING THIS PATH, WHY NOT RETURN TO BAKALIS' IDEA OF USING SCARCITY AS AN OPPORTUNITY, AS A CHANCE TO TAKE SOME STEPS THAT HAVE NEEDED TAKING FOR A LONG TIME? WE HAVE THE OPERATING PRINCIPLE ALREADY IN THE HIGHLY SUCCESSFUL PRACTICE OF SMALL SCHOOL DISTRICTS IN THE SOUTHWEST COLLABORATING IN PURCHASING SUPPLIES, CONSULTANT SERVICES, COMPUTER TIME, AND SO ON. MANY OF THE SAME DISTRICTS HAVE USED THE COLLABORATIVE PRINCIPLE TO STRENGTHEN CURRICULA BY MEANS OF DIFFERENTIAL STAFFING.

IT SEEMS TO US THAT THESE EXPERIENCES OF COOPERATION AMONG SMALL SCHOOL DISTRICTS IN OUR PART OF THE NATION ARE CLEAR INDICATIONS THAT WE MUST USE SIMILAR PRACTICES PIONEERED AMONG COMMUNITY EDUCATORS TO STRENGTHEN OUR "PRESENTATIONS" TO LOCAL AND STATE POLITICAL ENTITIES. WE MUST, AS AN INTEGRAL PART OF THE COMMUNITY EDUCATION RESPONSE TO SCARCITY, UTILIZE THE PRACTICES OF NETWORKING, COALITION BUILDING, COOPERATION AND COLLABORATION. THESE PRACTICES MEAN THAT MANAGERS MUST LEARN TO WORK WITH, ACTIVELY AND CONSTRUCTIVELY, OTHER SERVICE ORGANIZATIONS.

SCHOOL MANAGERS MUST TAKE THE INITIATIVE IN CONSTRUCTING NETWORKS OF ORGANIZATIONS--SERVICE, RECREATION, WELFARE, PROTECTIVE, AND SO ON--IN ORDER TO ACCOMPLISH TWO VERY IMPORTANT GOALS. FIRST, SUCH ORGANIZATIONS CAN AID SUBSTANTIALLY IN BUILDING THE KINDS OF RESOURCES THAT WILL MAKE THE COMMUNITY EDUCATION RESPONSE WORK WITHIN THE SCHOOL BUILDING. THE EXPERIENCES OF THESE ORGANIZATIONS IN WORKING WITH THE LOCAL COMMUNITY CAN BE A GREAT HELP IN TRAINING SCHOOL PEOPLE TO OPEN UP THE SCHOOL AND IMPLEMENTING THE COMMUNITY EDUCATION RESPONSE. THERE IS MUCH THAT WE CAN LEARN FROM THE BOY AND GIRL SCOUTS, FROM THE YM AND YWCA, FROM LOCAL POLICE, AND FROM WELFARE OFFICES. BY INITIATING THE APPROACH, WE NOT ONLY LEARN BUT WE BEGIN TO DEVELOP EFFECTIVE ALLIANCES.

SECONDLY, NETWORKING CAN HELP ALL SERVICE ORGANIZATIONS RECOGNIZE THE SHARED PROBLEMS AND SO BUILD COALITIONS. COALITIONS,

IN TURN, MEAN THAT STRONG GROUPS OF ORGANIZATIONS CAN APPROACH GOVERNMENTAL FUNDING AGENCIES COLLECTIVELY RATHER THAN SINGLY AND COMPETITIVELY.

EVENTUALLY, COALITION BUILDING CAN DEVELOP INTO A STAGE OF COOPERATION AND COLLABORATION. AT THIS STAGE THE SHARING OF RESOURCES AND THE RECOGNITION OF MUTUAL PROBLEMS CAN ELABORATE INTO INTER-AGENCY DEVELOPMENT OF LONG-RANGE POLICIES. PRESENTATION OF SUCH COOPERATIVELY DEVELOPED POLICIES WOULD MAKE REQUESTS FOR FUNDING STRONGER AND MORE REASONABLE. IN SHORT, COLLABORATION JUST MAKES SENSE IN CONFRONTING THE PROBLEMS OF FINANCIAL SCARCITY.

IN ORDER TO SUCCESSFULLY ACCOMPLISH THE IMPORTANT TASKS OF NETWORKING, COALITION BUILDING, COOPERATION AND COLLABORATION, IT WILL BE NECESSARY FOR US TO RETURN TO THE LAST, AND MOST IMPORTANT, OF THE S'S DEVELOPED BY PASCALE AND ATHOS: SUPERORDINATE GOALS. WE MUST CAREFULLY, CLEARLY DEVELOP STATEMENTS CONCERNING WHAT IT IS THAT EDUCATION IS ALL ABOUT. WE SUGGEST THAT THAT HAS NOT BEEN DONE VERY WELL. FURTHERMORE, NOT ONLY MUST WE CLEARLY DEFINE WHAT IT IS THAT WE DO, BUT WE MUST DEVELOP PRIORITIES WITHIN THAT DEFINITION. WE MUST BE ABLE TO SAY WHAT IT IS THAT WE DO, BUT ALSO BE ABLE TO SAY WHAT IT IS THAT WE DO BEST. IF WE CAN DO THIS TASK WELL, WE WILL AVOID THE SAD RESULTS OF ALLOWING SCARCITY TO FORCE US TO TRY TO BE ALL THINGS TO ALL PEOPLE. BEING ABLE TO DEFINE WHAT WE DO AND

WHAT WE DO BEST, WILL AID US INESTIMABLY IN BEING ABLE TO EFFECT COALITIONS WITH THOSE OTHER SERVICE ORGANIZATIONS THAT CAN HELP US.

WE HAVE NOW COME TO THE END OF OUR MESSAGE, SUCH AS IT IS. AS YOU NO DOUBT CAN ATTEST, WE HAVE TOUCHED ON AN ENORMOUS NUMBER OF IMPORTANT ISSUES. WE HOPE THAT THAT TOUCHING HAS BEEN ILLUMINATING AND PROVOCATIVE. WE HAVE NOT GONE INTO ANY GREAT DETAILS BECAUSE WE DON'T HAVE ANY. AS YOU, WE ARE FACING AN ARRAY OF PROBLEMS THAT OUR TRAINING AND EXPERIENCE HAS NOT PREPARED US FOR. THE GREAT ATTRACTION AND PROMISE OF COMMUNITY EDUCATION IS THAT IT IS NOT A HIGHLY PRESCRIPTIVE SET OF BEHAVIORS, BUT A SET OF GENERAL PRINCIPLES THAT CAN BE ADAPTED TO HIGHLY DIVERSE CONCRETE CIRCUMSTANCES. WE HOPE THAT WE HAVE GENERATED SOME IDEAS THAT WILL BE APPROPRIATE IN DEALING WITH THE PROBLEMS OF SCARCITY AND SO AID IN REALIZING THE LONG-TERM GOALS OF PUBLIC EDUCATION.

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